**RAN ORGANIZER (Reading and Analyzing Non-fiction)**

# How it works:

# Another useful tool is the RAN Organizer developed by Tony Stead. The RAN is used for Reading and Analyzing Non-fiction and teaches students how to interact with text. Many teachers are familiar with similar charts such as the KWL chart (what we Know, what we Want to know and what we Learned).

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| **WHAT I THINK I KNOW** | **CONFIRMED** | **MISCONCEPTIONS** | **NEW INFORMATION** | **WONDERINGS** | **CONNECTIONS** |
| **Before Reading**  Students use sticky notes and write down what they think they know about the topic. They stick them to this part of the board. If you don’t want to use sticky notes just brainstorm as a group. | **After Reading**  Move appropriate information from column one to here. Students should be able to show evidence from the text. | **After Reading**  Students may find that they were wrong. It is good to recognize that we are not always right. What if the text is wrong? Is everything we read correct because it is put in print? | **After Reading**  List any new information that students have learned here. Note where the information was found in the text. This allows struggling students a chance to see where the information was found. | **Before and/or After Reading**  Allow learners to experience that we may have questions that are left unanswered. As learners we may have questions that were answered in the text but we missed the information. If this is the case it is the perfect opportunity to model some reading strategies such as rereading or skimming. | **Before and/or After Reading**  This is a column that is added because it was relevant to what you may be doing. Sometimes you would use this column and sometimes you wouldn’t. Some students make connections to previous knowledge, personal experience, and current events. It is useful to bring such knowledge out to enhance learning. |

The RAN takes into consideration other factors involved in learning, such as misconceptions, previous knowledge, questioning, new information and connections we can make to previous learning. This chart is great in that it validates that as learners we make mistakes and that is OK.

You may find that even with this chart you have to deal with information that students thought they knew but was not addressed in the text. Therefore, you may have a column for unverified information. Sometimes you could use all columns; sometimes you could choose four. It is beneficial to adapt the chart so that it works to support the outcomes that you want students to achieve and individual student needs.

**RAN Organizer**

**Reading and Analyzing Non-Fiction**

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| **Before Reading** | **After Reading** | **After Reading** | **After Reading** | **Before and/or After Reading** | **Before and/or After Reading** |